

Teacher's Scoring Guide



Grade 10

**English/Language Arts
Applied Skills Assessment**

Fall 2007

Indiana Statewide Testing for Educational Progress

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INTRODUCTION

During the fall of 2007, Indiana students in Grades 3 through 10 participated in the administration of *ISTEP+*. The test administered in Grade 10 is the Graduation Qualifying Exam (GQE). This test is also given to other students attempting to qualify for graduation. The GQE English/Language Arts assessment for *ISTEP+* Fall 2007 consisted of two parts: 1) a multiple-choice section and 2) an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and the writing prompt were hand-scored.

The results for both the multiple-choice and the applied skills sections were returned to the schools in late November 2007. Copies of student responses in the applied skills section were returned to the schools in early December 2007. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the GQE 2007 Applied Skills Assessment, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's work.

There are two scoring guides for the GQE, English/Language Arts and Mathematics. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 9 Indiana Academic Standards,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.

*Because *ISTEP+* is administered in the fall, the GQE is based on the academic standards through Grade 9.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, students who took the GQE were asked to write a persuasive essay in which they convince an application review group to allow them to participate in a summer academic program offered by a university.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of paragraphing, grammar, word usage, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, word usage, spelling, punctuation, and capitalization. The Grades 9–12 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS

GRADE 9 INDIANA ACADEMIC STANDARDS

❑ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

❑ **READING: Comprehension**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. In addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.

❑ **READING: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works.

❑ **WRITING: Process**

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

❑ **WRITING: Applications**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

❑ **WRITING: English Language Conventions**

Students write using Standard English conventions.

❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.state.in.us contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> fully accomplish the task? include thorough, relevant, and complete ideas? 	<ul style="list-style-type: none"> organize ideas logically?
5	<ul style="list-style-type: none"> fully accomplish the task? include many relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
4	<ul style="list-style-type: none"> accomplish the task? include relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
3	<ul style="list-style-type: none"> minimally accomplish the task? include some relevant ideas? 	<ul style="list-style-type: none"> exhibit an attempt to organize ideas logically?
2	<ul style="list-style-type: none"> only partially accomplish the task? include few relevant ideas? 	<ul style="list-style-type: none"> exhibit a minimal attempt to organize ideas logically?
1	<ul style="list-style-type: none"> fail to accomplish the task? include very few relevant ideas? 	<ul style="list-style-type: none"> organize ideas illogically?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Chart continued from page 8.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> exhibit exceptional word usage? demonstrate exceptional writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
5	<ul style="list-style-type: none"> exhibit very good word usage? demonstrate very good writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
4	<ul style="list-style-type: none"> exhibit good word usage? demonstrate good writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
3	<ul style="list-style-type: none"> exhibit ordinary word usage? demonstrate average writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> exhibit minimal word usage? demonstrate minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?
1	<ul style="list-style-type: none"> exhibit less than minimal word usage? demonstrate less than minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 6–12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

Style

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 5	
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 3	
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>	
Ideas and Content	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic? 	
Organization	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?) 	
Style	
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable? 	
Voice	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p>Ideas and Content</p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> • difficult for the reader to discern the main idea? • too brief or too repetitive to establish or maintain a focus? <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> • Does it include little information with few or no details or unrelated details? • Is it unsuccessful in attempts to explore any facets of the prompt?
<p>Organization</p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> • Does it have only one or two of the three elements: beginning, middle, or end? • Is it difficult to follow, with the order possibly difficult to discern? • Are transitions weak or absent (e.g., without topic sentences)?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary, with many words used incorrectly? • demonstrate minimal or less than minimal control of vocabulary? <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> • lack fluency? • demonstrate problems with sentence patterns? • consist of writing that is flat and lifeless?
<p>Voice</p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty in choosing an appropriate register? • demonstrate a lack of a sense of audience? • lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
4	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a superior command of capitalization conventions? • Does the writing sample demonstrate a superior command of the mechanics of punctuation? • Does the writing sample demonstrate a superior command of grade-level-appropriate spelling? • Does the writing sample demonstrate a superior command of grammar and Standard English usage? • Does the writing sample demonstrate a superior command of paragraphing? • Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a good control of language skills?
3	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a good control of capitalization conventions? • Does the writing sample demonstrate a good control of the mechanics of punctuation? • Does the writing sample demonstrate a good control of grade-level-appropriate spelling? • Does the writing sample demonstrate a good control of grammar and Standard English usage? • Does the writing sample demonstrate a good control of paragraphing? • Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a fair control of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a fair control of capitalization conventions? • Does the writing sample demonstrate a fair control of the mechanics of punctuation? • Does the writing sample demonstrate a fair control of grade-level-appropriate spelling? • Does the writing sample demonstrate a fair control of grammar and Standard English usage? • Does the writing sample demonstrate a fair control of paragraphing? • Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a minimal control of capitalization conventions? • Does the writing sample demonstrate a minimal control of the mechanics of punctuation? • Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling? • Does the writing sample demonstrate a minimal control of grammar and Standard English usage? • Does the writing sample demonstrate a minimal control of paragraphing? • Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2007 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt

WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

Studying at the Summer Academy

Read the writing prompt below and complete the writing activity.

Your state university is offering a residential summer academy to high school students who are interested in spending four weeks working and studying with professionals in the fields of

- Art (Painting, Drawing, or Sculpture)
- Biology
- Computer Science
- English (Creative Writing)
- Physical Education
- Math (Problem Solving/Engineering)
- Music

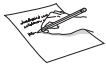
The program includes living in a university dorm and working side-by-side with professionals in their actual workplaces.

As part of the application process, you are required to identify what field you are interested in studying and what you hope to learn while you are attending the academy.

Write a persuasive essay in which you state why you should be selected for the academy. Clearly state the field that interests you, why you have selected that field to study, and what you hope to gain by participating in the program.

Be sure to include

- the field that interests you
- why you have selected that field to study
- what you hope to gain by participating in this program
- an introduction, a body, and a conclusion to your persuasive essay



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your persuasive essay on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 11, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**

Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on page 4 and again on page 14 of the test book include the criteria by which the writing will be judged.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, word usage, spelling, punctuation, and capitalization.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., identifies the field of interest, states why that field was selected, and discusses personal gains).
- stays completely focused on the task and does not go off on tangents.
- provides in-depth information and strong supporting details that are fully developed (e.g., *I, too, want to study the lives of artists, such as Chuck Close, Van Gogh, Da vinci [da Vinci], O'Keeffe, Botticelli, or Michelangelo, in order to see the ways and ideas to how [ideas why] art interested them*).
- organizes ideas logically and creates a meaningful, cohesive whole; has a strong introduction (e.g., *As a child, nothing seemed to grab my interest more than art. I was fascinated how the uses of color and light went together*) and conclusion (e.g., *With this chance; [,] art won't be out of my life, and I will have the encouragement from the program and other people to help me along the way*).
- has fully developed paragraphs and expands on examples by including relevant details.
- demonstrates very good word usage, varying vocabulary throughout the essay (e.g., *Knowing my talent, energy, and motivation hasn't died, I can pursue art for the future without having to give it up*).
- is fluent and easy to read; the writer includes varied sentence patterns, including complex sentences (e.g., *Although I was talented with realistic sketches, paintings and drawings still had me captured in another world*).
- exhibits sophisticated writing technique.
- displays a strong sense of audience and effectively adjusts language and tone to the task and reader (e.g., *Please help me continue what I have always loved, allowing to [allowing me] to improve and enjoy a memory of my past*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. This paper demonstrates the characteristics of good writing as outlined in the rubric.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation (e.g., *With this chance; [,] art won't be out of my life, and I will have the encouragement from the program and other people to help me along the way*).
- has a few spelling errors (e.g., *past time* [pastime], *professionals* [professionals], *entertaing* [entertaining]).
- has a grammar error (e.g., *allowing to [allowing me] to improve and enjoy*) and a word usage error (e.g., *in order to see the ways and ideas to how [ideas why] art interested them*).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Persuasive Essay

Title: Continuing My Dream

As a child, nothing seemed to grab my interest more than art. I was fascinated how the uses of color and light went together. Although I was talented with realistic sketches, paintings and drawings still had me captured in another world. Nothing else mattered to me when I was focused on art, and that is a feeling I'll never forget. Years have passed since I've drawn continuously. I want to be given the chance to learn more about art, gain more experience, and use art as a past time for entertainment once again. Any opportunity to make my dream come alive I want to take advantage of. The university's summer program can make it happen for me!

Learning more about art would be the first step for me. I want to be focused more on the techniques possible to make my work better. This includes learning and working with professionals who can guide me along the way. I, too, want to study the lives of artists, such as Chuck Close, Van Gogh, Da Vinci, O'Keeffe, Botticelli, or Michelangelo, in order to see the ways and ideas to how art interested them. Much of their history is the reason for most of their work, so knowing the background gives their individual art more meaning. I want my personal art to have meaning again as it had while I was young. The university professionals would be a great asset for allowing me to be able to have history and tone behind my drawing.

More experience will keep me more motivated to work. Since my childhood, free time for art has been limited. Attending the summer program will give me the time I need in order to improve my work. I'd also like to take the chance to work with painting and sculpting, other than drawing itself. Knowing my talent, energy, and motivation hasn't died, I can pursue art for the future without having to give it up.

Art as a passed time for entertaining myself will allow me to relax. With a way to express my feelings alone, working hard and reflecting on my work will allow me to be happier.

If accepted, I know I'm attempting a way to save my dream of art from dying out. Working not only alone, but with others will allow me to learn, experience, and entertain with art as I have always loved. With this chance; art won't be out of my life, and I will have the encouragement from the program and other people to help me along the way. Please help me continue what I have always loved, allowing to to improve and enjoy a memory of my past.

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., identifies the field of interest, states why that field was selected, and discusses personal gains). However, the topic and details are not as fully developed as those found in a Score Point 6 paper.
- stays focused on the task and does not go off on tangents.
- includes many relevant details that are fully developed (i.e., mentions family influence on development of musical skills and provides detailed descriptions of related accomplishments).
- is organized logically and cohesively, with a clear introduction (e.g., *I, for one, would definitely be interested in studying in the field of music*) and conclusion.
- has fully developed paragraphs, contains clear topic sentences (e.g., *Ever since I was little, I have loved music; Although I have a background with music, there is still much more I could learn from the experience at the summer academy*), and demonstrates effective transitions between ideas.
- exhibits more than adequate word usage (e.g., *fascinated, belittled, techniques*) and demonstrates control of vocabulary.
- is easy to read; uses varied sentence patterns, including complex sentences (e.g., *Another reason I love music so much is because music doesn't judge who I am as a person; it doesn't talk back or make me feel belittled*).
- demonstrates good writing technique (e.g., *The program could also teach me about other great music legends, such as Mozart or Beethoven*).
- displays a sense of audience and appropriately adjusts language and tone to the task and reader (e.g., *When I was in the third grade, I begged my mom to let me take piano lessons like my big brother*).

NOTE: A Score Point 5 paper may have many of the same characteristics found in a Score Point 6 paper. The difference is that a Score Point 5 paper is very good, while a Score Point 6 paper is exceptional.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation.
- has correct spelling.
- has mostly correct grammar and word usage.
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Persuasive Essay

Title: Music and I

Usually, when I go to a summer camp, I only go to have fun, but there are camps and academies that don't just offer fun; they offer learning, too. The state university is offering a four week residential summer academy program to high school students who are interested in learning about art, biology, computer science, English, physical education, math, or music. I, for one, would definitely be interested in studying in the field of music.

Ever since I was little, I have loved music. When I was in the third grade, I begged my mom to let me take piano lessons like my big brother. Finally she agreed, and I took the lessons for five years. As I was growing up, I fell in love with "The Beatles." My stepdad blasted them everynight; to this day I still know all the lyrics of their awesome music! Also, when I was going into fifth grade, I discovered that I had a singing talent. Since then, I have been in All State Honor Choir twice, Circle of the State with Song twice, Hometown Children's Choir, and school choirs since fifth grade.

Music has always fascinated me; I've never been able to get enough of it. One of the reasons I love it so much is because my mom has been singing to me my entire life, and I thought her singing was the greatest thing in the world. Also, my mom never stops talking about how much she loved playing the violin and how she felt like she was floating on air when she played. Another reason I love music so much is because music doesn't judge who I am as a person; it doesn't talk back or make me feel belittled.

Although I have a background with music, there is still much more I could learn from the experience at the summer academy. Going to the program could help me improve my piano skills and learn to read music better. The program could also teach me about other great music legends, such as Mozart or Beethoven. The most important experience I could possibly have though, deals with singing. I want to learn new techniques of singing and breathing skills.

Attending an academy where I am able to have fun and learn about music sounds very interesting! I could gain so much more knowledge for the future and have a blast doing it! I guess music and I just belong together!

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task and addresses all points of the prompt (i.e., identifies the field of interest, states why that field was selected, and discusses personal gains).
- stays focused on the task.
- provides some supporting details but does not do so as completely as a Score Point 6 or a Score Point 5 paper (e.g., *As a more advanced student, I've always been rather bored with normal high school math; In addition, actually living on the campus would prepare me for the time when I go to college*).
- progresses in a logical order with the paragraphs indicating an adequate introduction, body, and conclusion; uses transitions between sentences and paragraphs that shows a logical progression of ideas (e.g., *To begin; I also believe; In conclusion*).
- attempts some sophisticated vocabulary (e.g., *rather bored, diligently, wonderful insight*).
- is easy to read but is not as fluent as a Score Point 6 or a Score Point 5 paper. The writer uses varied sentence patterns, including some complex sentences (e.g., *Some go on vacation, others stay home and work, and still others sit at home and do nothing*).
- displays a sense of audience (e.g., *To begin, I'd like to remind you that I'd be most interested in studying Math [math]*).

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has correct punctuation, with some exceptions (e.g., *As a more advanced student, I've always been rather bored with normal high school math; [,] and my eagerness*).
- has correct spelling.
- has correct grammar and mostly correct word usage (e.g., *My eagerness to learn and hard-working nature put me above other students that [who] may apply*).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Persuasive Essay

Title: "A Perfect Fit"

How do most teenagers spend their summers? Some go on vacation, others stay home and work, and still others sit at home and do nothing. Well, I'm not like most teenagers; I'd rather spend my time at a summer academy, working and studying with professionals in the Math field. For this reason, I believe that I should be selected for the academy.

To begin, I'd like to remind you that I'd be most interested in studying Math. As a more advanced student, I've always been rather bored with normal high school math; and my eagerness to learn all that I can about higher levels of math makes me the perfect choice for a student at your summer academy. If given the opportunity, I believe that I would work harder and more diligently than any student you've ever seen.

I also believe that the experience would allow me to gain so much. Working alongside professionals in the field of Math would give me a wonderful insight and allow me to gain a better understanding of careers available. In addition, actually living on the campus would prepare me for the time when I go to college.

In conclusion, I believe that I would be the best choice for participation in this summer program. My eagerness to learn and hard-working nature put me above other students that may apply. What better opportunity could be given to a student with such high standards set for herself?

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., identifies the field of interest, states why that field was selected, and discusses personal gains).
- stays mostly focused on the topic.
- contains minimal development.
- organizes ideas logically but lacks significant elaboration of ideas (e.g., *And I love doing fun actives [activites] and playing sports; Because I love P.E [P.E.] and I love to study*).
- has a minimal introduction, body, and conclusion.
- attempts some sentence variety (e.g., *The reason I would pick Pysical Education [physical education] is because, it [is it] builds your character, [no comma] and express [helps you express] the way you are*).
- displays a sense of audience (e.g., *I hope you consider on [consider] picking me to come to your university, [no comma] for the exprience [experience] and a great time*).

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- uses correct capitalization.
- has punctuation errors (e.g., *It would be a good experience, [no comma] for me, [no comma] when I go to college*).
- has spelling errors (e.g., *studing [studying], feild [field], actives [activities], wounderful [wonderful]*).
- contains errors in grammar and word usage (e.g., *I think I would be great, [no comma] for going [to go] to the university and working and studing with [work with and study] the things I like to do*).
- has adequate paragraphing.
- has no run-on sentences or sentence fragments.

Persuasive Essay

Title: Working the Field

I think I would be great, for going to the university and working and studying with the things I like to do. It would be a good experience, for me, when I go to college.

The field I would enjoy is Physical Education.

The reason I would pick Physical Education is because, it builds your character, and express the way you are. And I love doing fun activities and playing sports.

I hope to gain new friends and learn things about them. And I want to learn more about the studying to, so I'm ready for college.

I think you should pick me as one of your summer students, because this would be so wonderful and mean a lot to me. Because I love P.E and I love to study.

I hope you consider on picking me to come to your university, for the experience and a great time.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task by briefly addressing all points of the prompt (i.e., identifies the field of interest, states why that field was selected, and discusses personal gains).
- exhibits some focus (e.g., *I would chose [choose] music because I've been around music my whole [life] and I enjoy it alot [a lot]*).
- provides few supporting details (e.g., *I would go because of things I can lean [learn] from it*).
- lacks development of ideas.
- presents ideas in one paragraph.
- exhibits minimal word usage and writing technique (e.g., *I love music alot [a lot] and its [it's] a big part of my life. That [That is] why I would come*).
- attempts some sentence variety.
- displays some sense of audience (e.g., *I think that this program will teach me more things about music*).

NOTE: On the positive side, a Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has mostly correct punctuation (e.g., *its [it's]*).
- has spelling errors (e.g., *lean [learn], Eduation [education], alot [a lot]*).
- has correct grammar and word usage, with some exceptions (e.g., *The choices I have to pick from is [are] Art, Biology, Computer Science, English, Physical Eduation, Math, Music [art, biology, computer science, English, physical education, math, and music]*).
- consists of only one paragraph.
- has no run-on sentences and one sentence fragment (e.g., *If a university offered a residential summer academy*).
- has frequent errors in a relatively brief writing sample.

Persuasive Essay

Title: Making A Choice

If a university offered a residential summer academy. I would go because of things I can learn from it. The choices I have to pick from is Art, Biology, Computer Science, English, Physical Education, Math, Music. I would choose music because I've been around music my whole life and I enjoy it a lot. There's a lot of things I know about music. I think that this program will teach me more things about music. I love music a lot and it's a big part of my life. That's why I would come.

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., discusses a topic from the prompt but does not address attending the summer academy).
- has little focus.
- provides very few relevant ideas and less than minimal development (i.e., has no introduction, conclusion, or use of transitions).
- is too brief to establish an order.
- has little control of vocabulary and exhibits minimal word usage (e.g., *If we denth [didn't] have music [,] the would [world] will [would] be boneing [boring]*).
- demonstrates less than minimal writing technique.

NOTE: Although Score Point 1 is the lowest score point, the paper attempts some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *New School* [new school], *that* [That]).
- has punctuation errors (e.g., *If we denth [didn't] have music [,] the would [world] will [would] be boneing [boring]; that [That is] all I have to say [.]*).
- contains numerous spelling errors (e.g., *denth* [didn't], *would* [world], *boneing* [boring], *gaid* [glad], *becuse* [because], *leneing* [listening], *mene* [many], *inething* [anything]).
- has minimal paragraphing.
- has many errors in a very brief writing sample.

Persuasive Essay

Title: Music is the life

If we denth have music the would will be boneing. I am gaid we have music
becuse just leneing to it is fun. I have so mene CDs of song like inething from old
school to New School. that all I have to say

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, spelling, punctuation, and capitalization. Students may receive a maximum of four points.

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 9 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 2: English/Language Arts

For Test 2, you will read an article and an excerpt from a book. You will answer questions based on each passage. Then you will write a narrative composition on a related topic.

What should you do if someone's car bumps into yours? In "Fender Benders: Legal Dos and Don'ts," Armond D. Budish offers practical tips on what to do if the car you are driving in is involved in an automobile accident.

Now read "Fender Benders: Legal Dos and Don'ts." Then do Numbers 1 through 7. You may look back at the article as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student focus on the upcoming task.

Following the introduction, the student reads "Fender Benders: Legal Dos and Don'ts" and an excerpt from the book *Travels with Charley: In Search of America*. A copy of these passages accompanies the student's responses to the Applied Skills Assessment.

Test 2—Question 1 READING: Comprehension

- 1** Which of these groups of sentences BEST describes the author's view of what to do following a car accident?
- ☐ Call the other driver's insurance company. Accept the settlement offered. File a police report.
 - ☐ Apologize to the other driver. Be sure there are no witnesses. Solve the situation with the other driver.
 - ☐ Discuss fault with the other driver. Wait for the insurance agent to arrive. Go to the hospital for a checkup.
 - ☒ Be careful about what you say to the other driver. Don't act quickly. Discuss the accident with professionals.

Test 2—Question 2 READING: Comprehension

- 2** What is the MOST LIKELY reason the author chose to use practical tips to organize the article?
- ☐ to make the format consistent with that of similar articles
 - ☐ to help define the more technical words used in the article
 - ☐ to help the reader quickly determine who is at fault in an accident
 - ☒ to make the information clearer by breaking it into smaller sections

Test 2—Question 3
READING: Comprehension

3 Give TWO different reasons why the unnumbered introductory paragraphs are an effective way to begin this article.

1) _____

2) _____

Exemplars:

- They capture the reader's attention.
- They relate to the reader by placing the reader in the scene of an accident.
- The author uses words that make the accident more dramatic/create strong images such as "can't stop in time" and "*Ouch!*"
- It directly appeals to the reader by asking a question.
- It states precisely what information the article will provide.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

SCORE POINT 2

3 Give TWO different reasons why the unnumbered introductory paragraphs are an effective way to begin this article.

- 1) The first paragraph catches your attention.

- 2) The second paragraph gives you questions that make you read on to get answers.

Test 2—Question 3 Score Point 2

The first part of the response includes a version of the first exemplar. The second part of the response includes a version of the fourth exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

3 Give TWO different reasons why the unnumbered introductory paragraphs are an effective way to begin this article.

- 1) It is a (grabber) it gets you interested in the article.

- 2) Gets you wondering

Test 2—Question 3 Score Point 1

The first part of the response includes a version of the first exemplar. The second part also includes a version of the first exemplar. Credit cannot be given twice for the same exemplar. Therefore, this response receives a Score Point 1.

SCORE POINT 0

3 Give TWO different reasons why the unnumbered introductory paragraphs are an effective way to begin this article.

- 1) Because He is right

- 2) Beacaus the peole should get a chance

Test 2—Question 3 Score Point 0

The response for both parts is incorrect. Therefore, this response receives a Score Point 0.

NOTE: The responses to Numbers 3, 5, 9, and 11 (the open-ended questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 2—Question 4

READING: Word Recognition, Fluency, and Vocabulary Development

- 4** What does the author MOST LIKELY mean by “Zip Loose Lips,” the title of the second tip?
- ☐ Protect your mouth and face during an accident so as not to sustain injuries.
 - ☐ Keep all pockets and purses safely closed so as not to lose anything during the accident.
 - ☒ Stop yourself from talking too much after an accident to avoid saying anything that you may regret later.
 - ☐ Recommend that the other people involved in an accident remain quiet until the police arrive to take notes.

Test 2—Question 5
READING: Comprehension

- 5** Reduce the number of practical tips in the article by combining TWO of the practical tips into ONE.

Practical Tip _____ and Practical Tip _____ could be combined.

Then explain why you combined these two tips.

Now, find TWO different tips to combine.

Practical Tip _____ and Practical Tip _____ could be combined.

Then explain why you combined these two tips.

Exemplars:

- Sections 9 and 10 should be combined because they are both about insurance.
- Sections 3 and 4 should be combined because they are both about the information that people are required to exchange in an accident.
- Sections 8 and 9/5 and 8 should be combined because they both discuss the reports and claims that need to be filed after an accident.
- Sections 4 and 6 should be combined because they are both about information that you must get from other people in an accident.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

Test 2—Question 5
Score Point 2

The first part of the response includes a version of the second exemplar. The second part of the response includes a version of the first exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 2

- 5** Reduce the number of practical tips in the article by combining TWO of the practical tips into ONE.

Practical Tip _____ **3** _____ and Practical Tip _____ **4** _____ could be combined.

Then explain why you combined these two tips.

_____ **Both deal with the exchange of required information.** _____

Now, find TWO different tips to combine.

Practical Tip _____ **9** _____ and Practical Tip _____ **10** _____ could be combined.

Then explain why you combined these two tips.

_____ **Both deal with filing or accepting insurance settlements or claims.** _____

SCORE POINT 1

- 5** Reduce the number of practical tips in the article by combining TWO of the practical tips into ONE.

Practical Tip Provide required information and Practical Tip Get required information could be combined.

Then explain why you combined these two tips.

Provide information is recieving information from the person,
and get information is when they try to take off and try to get
the plate numbers.

Now, find TWO different tips to combine.

Practical Tip Go to Hosptial and Practical Tip file a Report could be combined.

Then explain why you combined these two tips.

Got to the Hosptial to get checked out, and file a Report at
the same time

Test 2—Question 5 Score Point 1

The first part of the response includes a version of the second exemplar. The second part of the response is incorrect. Therefore, this response receives a Score Point 1.

Test 2—Question 5
Score Point 0

The response for both parts is incorrect. Therefore, this response receives a Score Point 0.

SCORE POINT 0

- 5** Reduce the number of practical tips in the article by combining TWO of the practical tips into ONE.

Practical Tip _____ 1 _____ and Practical Tip _____ 2 _____ could be combined.

Then explain why you combined these two tips.

Because these are important

Now, find TWO different tips to combine.

Practical Tip _____ 2 _____ and Practical Tip _____ 3 _____ could be combined.

Then explain why you combined these two tips.

These are also important numbers.

Test 2—Question 6
READING: Comprehension

- 6** Which of the following questions could be answered using information from the article?
- ☐ How do I locate information on how to file a police accident report?
 - ☐ How do I know who is at fault if I get hit by another car while driving in a parking lot?
 - ☒ What information should I be sure to obtain from other people involved in the accident?
 - ☐ What is the maximum amount of money an insurance company will pay after an accident?

Test 2—Question 7
READING: Comprehension

- 7** The author could BEST improve the reader's understanding of the information presented in the article by adding
- ☐ steps on how to find a lawyer
 - ☐ photographs of emergency vehicles
 - ☐ information on how to obtain insurance
 - ☒ examples of accident situations

Test 2—Question 8
READING: Literary Response and Analysis

8 Read this sentence from the passage.

So it was that I determined to look again, to try to rediscover this monster land.

By describing America as a “monster land,” the narrator is MOST LIKELY suggesting that America is

- ☐ frightening
- ☒ large
- ☐ powerful
- ☐ unusual

Test 2—Question 9
READING: Literary Response and Analysis

- 9** In the third paragraph of the passage, John Steinbeck describes how he hopes to travel through America anonymously. He explains that more than one person would “disturb the ecologic complex of an area.”

Explain what this phrase means.

Explain what this phrase implies about the impact of his presence in an area.

Exemplars:

“disturb the ecologic complex of an area”

- Being in a group might change the dynamic of the situation.
- He could be more inconspicuous if he were alone.
- He wants to act like a camera/to observe silently.
- other relevant text-based response

what this phrase implies about the impact of his presence in an area

- People are more likely to go about their daily routines if he is alone/anonymous.
- People are more likely to be themselves in conversations with him if he is alone/anonymous.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

Test 2—Question 9
Score Point 2

The first part of the response is a version of the first exemplar for “disturb the ecologic complex of an area.” The second part of the response is a version of the first exemplar for “what this phrase implies.” The total response receives full credit for a Score Point 2.

SCORE POINT 2

- 9** In the third paragraph of the passage, John Steinbeck describes how he hopes to travel through America anonymously. He explains that more than one person would “disturb the ecologic complex of an area.”

Explain what this phrase means.

It means that it would throw off the natural environment
because people would act differently around him because
he's well-known.

Explain what this phrase implies about the impact of his presence in an area.

If he was discovered in an area the entire area would change
from its normal ways because he's there.

Test 2—Question 9
Score Point 1

The first part of the response is incorrect. The second part of the response is a version of the first exemplar for “what this phrase implies.” Therefore, this response receives a Score Point 1.

SCORE POINT 1

- 9** In the third paragraph of the passage, John Steinbeck describes how he hopes to travel through America anonymously. He explains that more than one person would “disturb the ecologic complex of an area.”

Explain what this phrase means.

It means he want's to go just about anywhere to relearn
America

Explain what this phrase implies about the impact of his presence in an area.

Because he is so well known people act different around him

SCORE POINT 0

- 9** In the third paragraph of the passage, John Steinbeck describes how he hopes to travel through America anonymously. He explains that more than one person would “disturb the ecologic complex of an area.”

Explain what this phrase means.

The economy is bad, he doesn't like it.

Explain what this phrase implies about the impact of his presence in an area.

That he likes clean areas.

**Test 2—Question 9
Score Point 0**

Both parts of the response are incorrect. Therefore, this response receives a Score Point 0.

Test 2—Question 10
READING: Literary Response and Analysis

10 Read this quotation by author Thomas Wolfe.

“Perhaps this is our strange and haunting paradox here in America—that we are fixed and certain only when we are in movement.”

Which of these themes is reflected by BOTH this quotation and the passage?

- ☐ fate and free will
- ☒ searching for the truth
- ☐ identity of the individual
- ☐ growing up and growing old

Test 2—Question 11
READING: Literary Response and Analysis

11 Describe TWO different ways the narrator's relationship with life in America has changed in twenty-five years.

1) _____

2) _____

Exemplars:

- The narrator's mode of transportation has changed from an old bakery wagon to a truck with a camper top.
- The narrator's name had become well known in twenty-five years.
- The narrator now only lives in New York and visits Chicago or San Francisco instead of traveling with the people.
- The narrator had not heard America's speech.
- The narrator had not smelled its grass/trees/sewage.
- The narrator had not seen its hills/water/color/quality of light.
- The narrator now only knows America from books and newspapers./His memories had become distorted.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

Test 2—Question 11
Score Point 2

The first part of the response includes a version of the seventh exemplar. The second part of the response includes a version of the second exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 2

11 Describe TWO different ways the narrator's relationship with life in America has changed in twenty-five years.

- 1) The narrator has become unfamiliar on a personal level,
by learning of events only by newspapers.
- 2) He has also become loved, or hated, by many people. His
name has grown famous.

Test 2—Question 11
Score Point 1

The first part of the response includes a version of the seventh exemplar. The second part of the response is incorrect. Therefore, this response receives a Score Point 1.

SCORE POINT 1

11 Describe TWO different ways the narrator's relationship with life in America has changed in twenty-five years.

- 1) he said that he could only see things through news papers.

- 2) he didnot want to leave New York City.

Test 2—Question 11
Score Point 0

The response for both parts is incorrect. Therefore, this response receives a Score Point 0.

SCORE POINT 0

11 Describe TWO different ways the narrator's relationship with life in America has changed in twenty-five years.

- 1) Now he knows a lot more about America.

- 2) He also has a better view of America.

Test 2—Question 12

READING: Word Recognition, Fluency, and Vocabulary Development

12 Read this sentence from the passage.

**In short, I was writing of something I did not know about,
and it seems to me that in a so-called writer this is criminal.**

In this sentence, *criminal* means about the SAME as

- ☐ illegal
- ☐ ruthless
- ☒ shameful
- ☐ terrifying

Test 2—Question 13
READING: Literary Response and Analysis
WRITING: Applications/English Language Conventions

13



In the passage, John Steinbeck describes his preparations for rediscovering America by traveling from place to place in a camper.

Write a narrative composition in which you describe John Steinbeck's first encounter during his journey in the camper. You might describe the first town he comes across or the first person he meets. **In your narrative composition, be sure to include at least THREE different relevant details from the passage to help you describe his first encounter.**

You may use the space below to plan your writing. Using the Editing Checklist on page 30, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Remember, your narrative composition should be well organized and have a beginning, a middle, and an end.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 6–12

Score	Does the writing sample
4	<ul style="list-style-type: none"> • fully accomplish the task? • include many relevant ideas? • organize ideas logically? • exhibit very good word usage? • demonstrate very good writing technique? • demonstrate effective adjustment of language and tone to task and reader?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • accomplish the task? • include relevant ideas? • organize ideas logically? • exhibit good word usage? • demonstrate good writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • minimally accomplish the task? • include some relevant ideas? • exhibit an attempt to organize ideas logically? • exhibit ordinary word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • only partially accomplish or fail to accomplish the task? • include few relevant ideas? • exhibit a minimal attempt to organize ideas logically? • exhibit minimal word usage? • demonstrate minimal or less than minimal writing technique? • demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 4
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.
Ideas and Content
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information and more than adequate supporting details that are developed? • explore many facets of the topic?
Organization
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)
Style
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 2	
A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
Ideas and Content	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic? 	
Organization	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?) 	
Style	
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable? 	
Voice	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?

- Writing may attempt a main idea, or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

Does the writing sample include few relevant ideas?

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Words may be used incorrectly.)
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate minimal or less than minimal writing technique?

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
4	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a superior command of capitalization conventions? • Does the writing sample demonstrate a superior command of the mechanics of punctuation? • Does the writing sample demonstrate a superior command of grade-level-appropriate spelling? • Does the writing sample demonstrate a superior command of grammar and Standard English usage? • Does the writing sample demonstrate a superior command of paragraphing? • Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a good control of language skills?
3	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a good control of capitalization conventions? • Does the writing sample demonstrate a good control of the mechanics of punctuation? • Does the writing sample demonstrate a good control of grade-level-appropriate spelling? • Does the writing sample demonstrate a good control of grammar and Standard English usage? • Does the writing sample demonstrate a good control of paragraphing? • Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a fair control of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a fair control of capitalization conventions? • Does the writing sample demonstrate a fair control of the mechanics of punctuation? • Does the writing sample demonstrate a fair control of grade-level-appropriate spelling? • Does the writing sample demonstrate a fair control of grammar and Standard English usage? • Does the writing sample demonstrate a fair control of paragraphing? • Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a minimal control of capitalization conventions? • Does the writing sample demonstrate a minimal control of the mechanics of punctuation? • Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling? • Does the writing sample demonstrate a minimal control of grammar and Standard English usage? • Does the writing sample demonstrate a minimal control of paragraphing? • Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Reading Comprehension Rubric

SCORED FOR READING	
Reading Comprehension Exemplars:	
<ul style="list-style-type: none"> • truck delivered in the summer to my little fishing place at Sag Harbor near end of Long Island • didn't start on trip until after Labor Day • traveling in an old bakery wagon • rediscover the "monster land"/country/America • left identity and name at home • did not sign hotel registers, meet people I knew, interview others • traveling in a three-quarter-ton pick-up truck/camper • other relevant text-based response 	
Reading Comprehension Rubric:	
Score	
2	response includes versions of three exemplars
Score	
1	response includes versions of one or two exemplars
Score	
0	other

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task and provides a thorough, developed response (i.e., writes a narrative composition that vividly describes John Steinbeck's first encounter during his journey to rediscover America).
- presents a variety of detailed and specific information (e.g., *John set off in his camper with a double bed and four burner [four-burner] stove; He got out of his camper and was staring at the sky without all of the New York lights disturbing nature*).
- organizes ideas chronologically, with a clear beginning, middle, and ending; uses transitions effectively (e.g., *The man then said he could give him a tour of the mountains; After standing for a while [,] the man said it was getting late and they had to hike down the mountain*).
- demonstrates a strong command of word usage and vocabulary (e.g., *He was driving for what seemed like forever [,] just admiring all of the trees and beauty he'd forgotten*).
- is fluent and easy to read; uses varied sentence structures and complex sentences (e.g., *When John and the man reached the top [,] John was infatuated. For twenty-five years he'd never seen anything so beautiful, never smelled such fresh air, and never relaxed in nature*).
- establishes a sense of audience (e.g., *When they reached the bottom [,] John thanked the man and got in the camper to drive away to see more of America*).

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has correct punctuation, with the exception of a few missing commas (e.g., *When they reached the bottom [,] John thanked the man and got in the camper to drive away to see more of America*).
- has one grade-level spelling error (e.g., *truely* [truly]).
- has correct grammar and one error in word usage (e.g., *John had to think a while* [awhile]).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Narrative Composition

John set off in his camper with a double bed and four burner stove. He was driving for what seemed like forever just admiring all of the trees and beauty he'd forgotten. John decided to take a break and just relax in a small town he'd come across.

He got out of his camper and was staring at the sky without all of the New York lights disturbing nature. John was truly mesmerized. A deep voice broke the silence. John turned around to see a tall hairy man. The man asked him if he was from the city. John told him he was.

The man then said he could give him a tour of the mountains. John had to think a while, remembering he couldn't draw too much attention to himself, he finally accepted. Hiking up the mountain the littlest things amazed John.

When John and the man reached the top John was infatuated. For twenty-five years he'd never seen anything so beautiful, never smelled such fresh air, and never relaxed in nature.

After standing for a while the man said it was getting late and they had to hike down the mountain. John walked down the mountain still in amazement of the beauty. When they reached the bottom John thanked the man and got in the camper to drive away to see more of America.

Reading Comprehension Score Point 2

The response (shown above) includes a version of the seventh exemplar (e.g., *John set off in his camper with a double bed and four burner [four-burner] stove*), a version of the fifth exemplar (e.g., *John had to think a while [awhile], remembering he couldn't draw too much attention to himself*), and a version of the eighth exemplar (e.g., *He got out of his camper and was staring at the sky without all of the New York lights disturbing nature*). This response provides three different details from the passage. Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the writing task by addressing the specific points of the prompt, but the response is not as fully developed as the Score Point 4 response (i.e., writes a narrative composition that describes John Steinbeck's first encounter during his journey to rediscover America).
- includes some supporting details (e.g., *I traveled to a small [,] little town; I would get up out of my turtle shell and smell the dew on the grass*).
- is organized chronologically; has an adequate beginning, middle, and ending; uses some transitions that show a narrative progression (e.g., *The first time I arrived there*).
- exhibits adequate control of vocabulary and word usage (e.g., *It was the beggining [beginning] of fall [,] and the leaves on the trees were starting to change colors*).
- is easy to read; uses some varied sentence structures and some complex sentences (e.g., *After labor day [Labor Day] was over [,] I took off on my trip*).
- has some sense of audience (e.g., *The thing I will most remember about this town is the way it made me smile*).

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has mostly correction capitalization, with one exception (e.g., *labor day* [Labor Day]).
- has some punctuation errors (e.g., *After labor day [Labor Day] was over [,] I took off on my trip; The first time I arrived there [,] I studied it with curiosity*).
- has mostly correct spelling, with two exceptions (e.g., *beggining* [beginning], *naturaul* [natural]).
- has correct grammar and word usage, with one exception (e.g., *It didn't have a lot of big building [buildings] like New York*).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Narrative Composition

After labor day was over I took off on my trip. I traveled to a small little town. It had large wooded areas. It also had a beautiful flowing river.

The first time I arrived there I studied it with curiosity. It was the beggining of fall and the leaves on the trees were starting to change colors.

The best part of this town was in the morning. I would get up out of my turtle shell and smell the dew on the grass. The sun would be coming up by the river. It was one of the most beautiful sights I have ever seen.

The thing I will most remember about this town is the way it made me smile. It was so pretty. It was so naturaul. It didn't have a lot of big building like New York.

Reading Comprehension

Score Point 2

The response (shown above) includes a version of the second exemplar (e.g., *After labor day* [Labor Day] *was over* [,] *I took off on my trip*) and two relevant text-based responses (e.g., *I would get up out of my turtle shell and smell the dew on the grass*; *It didn't have a lot of big building* [buildings] *like New York*) that are both versions of the eighth exemplar. The response provides three different details from the passage. Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- partially addresses the task (i.e., attempts to write a narrative composition that describes John Steinbeck's first encounter during his journey to rediscover America but lacks development of ideas).
- provides minimal detail (e.g., *There he could just smell the fresh air coming from all the hills and hills of pine trees*).
- makes an attempt to organize ideas in one paragraph with a weak beginning and ending.
- exhibits minimal word usage and writing technique (e.g., *John traveled to West Virginia* [Virginia]).
- has some sense of audience (e.g., *West Virginia* [Virginia] *was only the begining* [beginning] *of the wonderful and beutiful courtryside* [beautiful countryside] *he will explore*).

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has some capitalization errors (e.g., *Bears* [bears], *Hawks* [hawks]).
- has mostly correct punctuation.
- has spelling errors (e.g., *Virgina* [Virginia], *cayotes* [coyotes], *begining* [beginning], *beutiful courtryside* [beautiful countryside]).
- has one grammar error (e.g., *Bears* [bears], *cayotes* [coyotes], *rabbits*, *mice*, *Hawks* [and hawks]).
- consists of one paragraph.
- has no run-on sentences or sentence fragments.

NOTE: In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the reader is trying to communicate.

Narrative Composition

John traveled to West Virginia. There he could just smell the fresh air coming from all the hills and hills of pine trees. He took many back roads through, around, up, and down the mountains. He saw a lot of different wildlife Bears, cayotes, rabbits, mice, Hawks. West Virginia was only the begining of the wonderful and beutiful courtryside he will explore.

Reading Comprehension

Score Point 1

The response (shown above) includes a relevant text-based response that is a version of the eighth exemplar (e.g., *There he could just smell the fresh air*). Therefore, this response receives a Score Point 1.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- less than minimally accomplishes the writing task (i.e., attempts to write a narrative composition that describes John Steinbeck's first encounter during his journey to rediscover America but provides minimal details).
- is too brief to establish a focus or provide significant information.
- attempts a basic idea but does not develop it with supporting details (e.g., *He said things dont [don't] look the same*).
- is too brief to provide evidence of organization.
- demonstrates less than minimal writing technique (e.g., *Things have changed*).
- is too brief to show a clear sense of audience.

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has one punctuation error (e.g., *dont [don't]*).
- has one spelling error (e.g., *writting [writing]*).
- has correct grammar and word usage.
- has only one paragraph.
- has no run-on sentences but two sentence fragments (e.g., *In John Steinbeck's years of writting [writing]. Well over twenty-five years*).

NOTE: The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Narrative Composition

In John Steinbeck's years of writting. Well over twenty-five years. Things have
changed. He said things dont look the same.

Reading Comprehension

Score Point 0

The response (shown above) does not provide any details from the passage. Therefore, this response receives a Score Point 0.

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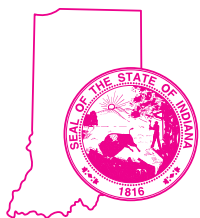
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Teacher's Scoring Guide

Grade 10

English/Language Arts Applied Skills Assessment

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